



Anti-Bullying Policy

St Philp's C of E Primary School

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Ratified by GB

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Our Vision

At St. Philip's we strive to inspire confident children with high self-belief who also understand the power of believing in others.

In this culture of compassionate love we build trust, where all are valued. We learn to show respect to all, growing in our sense of belonging with both hope and thankfulness. By becoming courageous learners and developing personal integrity children of St. Philip's will flourish and take their place as citizens of the world.

'An Aspirational Community, Held Together with Love'

Our school vision permeates all we do at St. Philip's. Every thought, decision and interaction is informed by the school's vision. It has been developed in conjunction with our community to reflect and serve them.

The values that underpin the vision are:

trust hope thankfulness respect courage service

Philosophy

At St Philip's CE (A) Primary School, we are proud of our Christian heritage and the distinctive nature which that brings to our caring community. As part of our Christian heritage, we aim to consistently meet Jesus' promise of 'life in all its fullness' which is at the heart of the Church of England's vision for education.

In order to meet Jesus' promise of 'life in all its fullness', we strive to build an environment where all members of the community, both children and adults, feel valued and can flourish in their development and prosper. Therefore, we believe that no child or adult should feel that they are being bullied and anyone who is bullying another will have that behaviour challenged.

At St Philip's, we acknowledge that bullying causes harm to those who are being bullied, those who witness bullying and also to those who bully others. As a result of this, we follow a restorative approach to resolve conflict and repair harm. Therefore, members of the community who have been involved in incidences of bullying will be given the opportunity to reflect upon their behavioural choices and amend their behaviour in a supportive environment.

The aim of this policy is to communicate how the school aims to create the aforementioned climate in which everyone agrees that bullying is unacceptable and is committed to tackling it to improve outcomes for the whole community.

What do we mean by bullying?

Bullying is typically repeated aggression or intimidation, either physical or verbal, which is intended to cause hurt to another. The hurt can be physical or psychological; inflicted by an individual or a group.

How do we prevent bullying?

Bullying cannot thrive in an ethos where victims tell as soon as it starts to happen. It is equally important that all members of the school community are alert to the possibility of bullying and refuse to condone it by ignoring it when they see it happening to others. The PSHE curriculum includes regular opportunities

for pupils to discuss and consider the effects of bullying and to help pupils develop strategies to cope should it ever happen to them.

Strategies used to prevent bullying:

- Enhancing whole school awareness,
- education of whole school - common understanding of bullying,
- regular inclusion of work concerning bullying within PHSE curriculum (including 'anti-bullying week'),
- involvement of Governing Body in maintaining Anti-bullying Policy,
- enhancing communication within whole school community,
- developing a safe, caring and positive playground culture - respect for all supervisors, staff, visitors,
- addressing verbal abuse, regular monitoring and follow up by staff of previous incidents of bullying,

How do we know when someone feels they are being bullied?

- Someone who is being bullied may be physically hurt, may be fearful and seem stressed. S/he may have a low self-esteem and may seem lonely and isolated. S/he may have begun to bully others or s/he may hide her/his feelings. The different ways in which bullying can be manifested include:
 - verbal abuse - either direct or indirect, including name calling, teasing, swearing, whispering, jeering intimidation - looks, notes, threats, bribery, spying extortion - of possessions or food,
 - cyber-bullying – making use of information technology (sometimes referred to as e-technology) as a means of victimising others,
 - physical personal attack – pushing, kicking etc,
 - emotional abuse - putting someone down/humiliation,
 - causing stress and fear, sense of hate/contempt,
 - destruction of or hiding someone's property or stealing,
 - exclusion and isolation from social activities,
 - personal abuse - highlighting any aspect of the individual, including fashion, ethnicity, size, social background, disability etc,
 - racism,
 - attacking high/low achievement.

What do we do if someone is being bullied?

The adult decides whether it appears to be a minor incident which they can deal with, or whether it needs to be dealt with by a more senior member of staff. If, after initial investigation, they feel it may be more complicated than they first thought, they need to refer it on to a leader.

Investigative discussion:

- acknowledge incident, explain intention to understand what happened and seek a satisfactory resolution,

- consider whether a 'cooling down' period is required before the discussion can take place,
- talk to the children involved away from the others,
- listen openly and non-judgementally,
- ask each child to give his/her account in full, ask children to listen carefully to each other in turn,
- find out what preceded the incident,
- get children to consider their own and each other's' feelings,
- check with children concerning - has understanding been reached, has discussion led to resolution, is that enough?
- Record notes of discussions had with children.

Context of discussion:

- adult must be fair and a balanced listener, therefore children need to take turns.
- adult must have an intention to resolve which is clear to the children.
- must encourage co-operative behaviour.
- sometimes before a rational discussion can take place, a cooling down period is necessary.
- Follow up - it is important to help the victim and the perpetrator
- opening out the problem to others (where appropriate).
- sharing feelings between both parties.
- developing strategies for co-existence.
- getting others to look after the victim.
- helping the victim to develop self-confidence and strategies for increasing assertiveness through PSHE programme.
- strategies outlined in the school's behaviour policy should be used to help children whose behaviour has been unacceptable to reconsider their actions and display more positive behaviour in the future.

Who needs to know?

- The adult originally involved informs others on a need to know basis. Parents should be informed if:
 - behaviour is repeated following warning
 - the incident is severe
 - if child refuses to co-operate, shows no intention of changing

Child-on-child abuse

Child-on-child abuse, according to the Keeping Children Safe in Education in 2025, refers to abuse from one child to another. It can take many forms and can occur both in and outside of school. It is important that all staff recognise this abuse and take action to identify and respond to any reports within school. At St Philip's we treat this abuse as seriously as any form of poor behaviour which does not fit with our core Christian values.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos¹¹ (also known as sexting or youth produced sexual imagery)
- upskirting which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

By identifying and targeting this abuse early on, it can help prevent further problematic behaviour in the future.

At St Philip’s we follow the steps and strategies laid out in our Positive Behaviour and Relationships Policy when identifying and addressing this behaviour, however we have a duty to report such behaviour to the local authority. When a case of abuse is identified, the head teacher reports it on the Prejudice Reporting for Education Website. This is then tracked as part of data analysis by the Local Authority. To support our school values we would still work through the Resolve process for any pupil who we believe to be part of this abuse.

What should be done if the bullying persists?

If behaviour doesn’t change, or if any party remains concerned, the matter should be referred to the Phase Leader/SLT/Head teacher. Whoever takes over needs to consider the action taken so far and follow through. Each person has a responsibility to be supportive and deal with the matter in a thorough and sympathetic manner.

Roles of Senior Staff /Phase Leader may take action from the following, or other appropriate measures;

- more formal meeting as soon as possible.
- contact made with the child’s parents/carer.
- affirming expectations, supporting class teacher.
- refer back to class teacher to implement any agreed action.

Head teacher/ Deputy Head/ Assistant Head may take action from the following, or other appropriate measures;

- will discuss with staff previously involved and confirm steps of action taken.
- see children involved, may see victim and perpetrator together.
- may discuss with child's class.
- will talk to parents.
- may discuss with SENCo, involve outside agencies.
- in extreme cases may exclude child for a fixed period.

If at the end of this process the problem is still unresolved there is recourse to the complaints procedure (children) or the grievance procedure (staff), copies of which can be obtained from the school office.

What consequences are available?

The circumstances in each case are different, as a school, we feel that staff need to exercise their professional judgement when dealing with each incident. Consequences will be linked to the school's behaviour policy and will be a mixture of protective and educational consequences. In extreme cases the Head and Deputy Head have the power to suspend pupils where necessary.